Course Description

How does education as a social practice compare across Europe and the United States? Which theories can help us understand the occupational and educational inequalities? How can sociologists measure educational differences across Europe and the US? How does one assess the validity and reliability of social research in a global educational system? This course explores educational systems across Europe and the United States. It reviews social theories of comparative education, introduces social processes that may explain educational outcomes across diverse contexts, and discusses the implications of educational inequality for the international community.

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm (March 6th)</td>
<td>35%</td>
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<tr>
<td>Book Project (April 24th)</td>
<td>15%</td>
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<tr>
<td>Final</td>
<td>50%</td>
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(Please select one book from a country of choice. You will answer a series of questions connected to that material. Please submit the answers to those questions by April 24th.)

Course Policies

1) Strategize for Success: This course consists of many readings. Read as much as you can before the lecture, so that you can contribute to the discussion. Success in this course will require staying organized and taking notes.

2) Uphold Academic Honesty: Use appropriate references when completing exams and assignments. Create work that is original, so that others can learn from your unique contribution and important perspective.

3) Keep me Updated: If something unexpected happens in life, please keep me updated so that we can plan accordingly. This course is not meant to stress you out, rather to help you understand an exciting topic.
Required Books:


(Please read one of the following books, depending on a country of interest (US, England, or Finland). This is a chance for you to learn more about this specific country, whilst applying the concepts from the Sociology of Education.)

*The United States*


*England*


*Finland*


**Mental Health and Wellness:** All students — regardless of background or identity — may experience a range of issues that can become barriers to learning. These issues include, but are not limited to, strained relationships, anxiety, depression, alcohol and other drug problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. Such mental health concerns can diminish both academic performance and the capacity to participate in daily activities. In the event that you need mental health support, or are concerned about a friend, UC Berkeley offers many services, such as free short-term counseling at University Health Services. An excellent campus website having links to many resources is: [http://recalibrate.berkeley.edu/](http://recalibrate.berkeley.edu/)

Another campus website addressing mental health services in specific reference to this time of the coronavirus pandemic is: [https://uhs.berkeley.edu/coronavirus/student-mental-health](https://uhs.berkeley.edu/coronavirus/student-mental-health)

Remember that seeking help is a good and courageous thing to do — both for yourself and for those who care about you.
Course Schedule

There are four main units within this course. We review educational theories, reveal social processes, explore educational inequalities across Europe and the US, and introduce methods of comparing systems of international education.
Unit 1: Educational Theories

January 18th
• Introduction

January 20th
• Susan Robertson, “‘Spatializing’ the Sociology of Education: stand points, entry-points and vantage points.” 15-26.

January 23rd

January 25th

January 27th

January 30th

February 1st

February 3rd

February 6th
• Neil Selwyn, “The ‘New’ Connectivities of Digital Education.” 90-98.

February 8th
• Carol Vincent, “The Sociology of Mothering.” 109-120.

February 10th
February 13th
  • Deborah Youdell, “Recognizing the Subject of Education: Engagements with Judith Butler.” 132-142.

Unit 2: Social Processes

February 15th

February 17th

February 20th
  • Presidents’ Day Holiday

February 22nd

February 24th

February 27th
  • John Evans, Brian Davies, and Emma Rich, “Schooling the Body In Performative Culture.” 200-212.

March 1st
  • Adam Gamoran, “Tracking and Inequality: New Directions for Research and Practice.” 213-228.

March 3rd

March 6th
  • Midterm

March 8th
March 10th
• Maria Alice Nogueira, “A Revisited Theme – Middle Classes and the School.” 253-263.

March 13th

March 15th
• Boaventura de Sousa Santos, “The University in the Twenty-First Century: Toward a Democratic and Emancipatory University Reform.” 274-284.

Unit 3: Inequalities

March 17th
• Kathleen Lynch, Margaret Crean, and Marie Moran, “Equality and Social Justice: The University as a Site of Struggle.” 296-305.

March 20th

March 22nd

March 24th

March 27th – 31st
• Spring Holiday

April 3rd

April 5th

April 7th
Unit 4: Comparative International Education

April 10th

April 12th

April 14th

April 17th

April 19th
• Vandra Lea Masemann, “Culture and Education.” 113-132.

April 21st
• Christine Fox, “The Question of Identity from a Comparative Education Perspective.” 133-148.

April 24th (Book Project Due)

April 26th

April 28th